

**REVISED TEACHING PLANS 2020**  
**FOUNDATION PHASE: LIFE SKILLS**  
**GRADE 1**

## **COVID 19 AND THE FOUNDATION PHASE IN 2020**

### **1. Background**

The South African President announced a lockdown on 15 March 2020 and schools closed from 18 March 2020. This decision has been informed by the warnings provided by the National Institution of Communicable Diseases and World Health Organisation who have highlighted the alarming increase of infections of the Coronavirus (COVID 19) within the country. Schools have thus been identified as high-risk areas where the infections could spread easily.

The COVID 19 lockdown has created a unique situation where the school calendar has been disrupted which has impacted negatively on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. The Department of Basic Education (DBE), working in collaboration with Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans to support schools following the COVID 19 lockdown. The framework proposes a revised curriculum reorganization and trimming as some of the strategies to create opportunities for curriculum recovery as soon as schools re-open.

### **2. Foundation Phase in action**

There are calls for urgent and immediate attention to the revision of the ATPs in order to ensure that meaningful teaching proceeds during the revised school calendar. Curriculum planning must be done for all subjects that will enable teachers to cover the essential core content in each phase, in preparation for the subsequent phase, laying the necessary cumulative foundation for the assessment for progression. Assessment is integral to curriculum delivery and completes the learning cycle. Hence any curriculum planning must involve aligned assessment planning.

## **2.1. Communication to all Primary schools**

All Primary Schools need instructions before the re-opening of schools with recommendations for each grade. First of all, each teacher needs to conduct a Baseline Assessment on all the subjects with each learner. Thereafter, teachers need to group the learners according to their levels and teaching can start in the Foundation Phase classroom. The first week, after reopening of schools, should also be used as an orientation week to revise the work that was done in Term 1.

## **2.2. Mapping of the CAPS Curriculum**

The CAPS has mapped out the curriculum in terms of the knowledge, skills, values, and attitudes that should be covered. Curriculum content mapping is a process of reviewing and organizing an existing curriculum that allows teachers to determine how content, skills, and assessments will unfold over the course of the year. The content is therefore mapped out for each subject and grade, setting out the content to be covered per week and per term. Although the Foundation Phase CAPS documents exclude the Annual Teaching Plans, Provincial Departments have developed their own ATPs. The ATPs assist in the sequencing, scaffolding, and pacing of teaching and learning per week and term across all subjects and grades in one year.

## **2.3. Curriculum trimming and reorganization in the Foundation Phase**

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values, and attitudes outlined in the CAPS are covered over a reduced period of time, the purpose of the curriculum reorganization and trimming is to:

- Reduce the formal curriculum into manageable core content, so that schools have ample room for deep and meaningful learning; **and according to the COVID 19 restrictions of transmitting and disinfection of the virus;**
- Define the core knowledge and skills to be taught and assessed more specifically, so that it provides guidance and support to teachers;
- Align curriculum content and assessment according to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between and within the grades; and
- Present a planning tool to inform instruction during the remaining school terms.

#### 2.4. Foundation Phase COVID 19


The COVID 19 pandemic has had a negative influence on teaching and learning in the Foundation Phase. We have been forced to be creative and inventive regarding the trimming and reorganization of the CAPS curriculum. The aim is to give each learner in the Foundation Phase the opportunity of learning the key content, knowledge, and skills to progress to the next grade, without being disadvantaged. The following **pedagogically sound recommendations** are **advocated**:

- Schools that are part of the Primary Schools Reading Improvement Programme (PSRIP) can use the themes as indicated in the PSRIP lesson plans. A revised ATP could address this by using the themes according to the PSRIP programme. Schools that are not part of the PSRIP programme can use the Life Skills topics to facilitate language teaching.
- Life Skills is the backbone of the curriculum and central to the holistic development of learners and is organized into Beginning Knowledge, Personal and Social well-being, Creative Arts and Physical Education.
- The trimming according to the restrictions of the COVID 19 are crucial for teachers and learners. This will be a temporary measure until schooling is declared safe and regulations are lifted by Government and Health authorities.

- Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organized into topics. The use of topics is suggested as a means to integrate the content from the different study areas where possible and appropriate. Selected Life Skills topics in the CAPS for term 2, 3 and 4 need to be covered.
- During this phase of addressing the importance of social distancing, this subject will address social health, emotional health and relationships with other people and our environment, including values and attitudes.
- Whilst disinfection and social distancing are strict requirements which will be adhered to in preventing the spread of COVID 19, activities such as Physical Education and Creative Arts are imperatives in the curriculum.
- Physical Education sessions will be included for indoor movement within learners' space on or in front of their chair for 12 minutes per day (1 hour per week). Important concepts such as left and right, abdominal muscle tone, crossing the midline etc. will be incorporated. Later, when learners understand the concept of social distancing, a gradual phasing in of movement on the outside terrain utilizing a longer period of time. The development of large muscles and perceptual development is paramount for this age group. It will also provide a release of energy and enjoyment in this climate.
- According to CAPS, two (2) hours have been allocated to Physical Education. ONE (1) hour will be used as a Physical Education period or periods, and ONE (1) hour will be used as a PSWBK period for reading and comprehension. Personal and Social well-being and Beginning Knowledge fictional and non-fictional texts will be used to reinforce concepts, vocabulary extension and reading for meaning.
- Creative Art is a language and a vehicle employed to develop imagination, language, solve problems, write creatively and apply skills learned in Mathematics (shapes, patterns, estimation, etc.)- Teachers are to ensure that learners have their own stationery to complete tasks.
- Assessment for and of learning will continue to be implemented on a continuous basis in Life Skills.

# GRADE 1 REVISED TEACHING PLANS: LIFE SKILLS

GRADE 1 REVISED TEACHING PLANS: LIFE SKILLS								
TERM 2		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
PERSONAL & SOCIAL WELL-BEING	TOPIC:	ORIENTATION MY FAMILY	ORIENTATION MY FAMILY	SAFETY IN THE HOME	MY BODY	MY BODY	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE
	SOCIAL DISTANCING AND HYGIENE IMPERATIVE DAILY ORIENTATION							
	DAILY COVID-19 MEASURES:							
	<p><b>Daily hygiene routines are to be strictly followed:</b></p> <ul style="list-style-type: none"><li>• Remind learners of the daily routine tests when coming to school.</li><li>• Encourage learners to stay at home when ill.</li><li>• Teach learners how to greet without touching.</li><li>• Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating.</li><li>• Supervise snack and lunchtime.</li><li>• Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing. Dispose of the used tissue immediately.</li><li>• Wash hands with soap and water often or sanitize your hands</li><li>• Sanitize and clean frequently touched surfaces or (5 table spoons of jik to 1 litre of water) toys, stationery, objects, etc. Introduce this practice as routine.</li><li>• Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching.</li><li>• Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others.</li><li>• Respond to learners' anxieties with love and care.</li><li>• Maintain a regular routine to keep the abnormal situation adapted to a "new normal".</li><li>• TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS</li></ul>							
	<ul style="list-style-type: none"><li>• Beginning Knowledge and Personal and Social Well-being activities should address key concepts and skills relating to Social Science, Natural Science and Technology e.g. investigations, design, enquiry skills, etc. Ensure that vocabulary development is intentionally included to improve language.</li><li>• Creative Arts [Visual Arts and Performing Arts] should be integrated very strongly with Languages.</li><li>• Physical Education will be implemented for one hour per week, the 2<sup>nd</sup> hour will be utilised for reading of Personal and Social Well-being and Beginning Knowledge content knowledge e.g. comprehension pieces: "reading for meaning", stories, poems etc.</li><li>• Every Life Skills lesson will commence with a 10-minute lesson based on making learners aware of Covid-19 addressing washing hands, healthy habits, symptoms of Covid-19, social distancing, what and when to report to whom, discussing when a friend/family member pass away, etc.</li><li>• Learners are expected to complete the DBE workbook activities and one or two written activities or practical per week in a class workbook for BK and PSW</li></ul>							

	TOPIC:	ORIENTATION MY FAMILY	ORIENTATION MY FAMILY	SAFETY IN THE HOME	MY BODY	MY BODY	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE
	SKILLS:	<ul style="list-style-type: none"> <li>• Respect</li> <li>• To show love and admiration</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• To show love and admiration</li> </ul>	<ul style="list-style-type: none"> <li>• Safety skills</li> </ul>	<ul style="list-style-type: none"> <li>• To care for your body</li> <li>• Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation for your sense of smell, taste, touch, hearing</li> <li>• Textures, taste, smells, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for yourself</li> <li>• Appreciation for safe situations</li> </ul>	<ul style="list-style-type: none"> <li>• Taking care of your body</li> <li>• Practicing healthy responses</li> </ul>
	KNOWLEDGE:	<ul style="list-style-type: none"> <li>• Understands concept of family and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Understands concept of family</li> <li>• Love and appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of safety in and around the home</li> <li>• Knowing what to do in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Awareness of how my body moves/ functions</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Awareness of the senses – sensory experience</li> <li>• Identify uses and expresses them</li> </ul>	<ul style="list-style-type: none"> <li>• Personal safety and health practices</li> </ul>	<ul style="list-style-type: none"> <li>• Personal safety and health practices</li> </ul>
	CAPS CONTENT:  ENSURE OPTIMAL USE OF DBE WORKBOOKS	<ul style="list-style-type: none"> <li>• What a family is</li> <li>• Members of my family - immediate and extended</li> <li>• Caring for each other at home</li> <li>• Note: Learners come from many different types of family. Ensure inclusivity</li> <li>• DBE Workbook Pg. 34 to 39</li> </ul>	<ul style="list-style-type: none"> <li>• What is a family</li> <li>• Caring for each other at home</li> <li>• DBE Workbook Pg. 34 to 39</li> </ul>	<ul style="list-style-type: none"> <li>• Dangers at home</li> <li>-When cooking</li> <li>-When washing</li> <li>-Lighting &amp; electricity</li> <li>-Outside areas</li> <li>-Medicine</li> <li>-Poisonous substances - types and recognising warning symbols</li> <li>• Keeping safe when home alone</li> <li>• DBE Workbook Pg. 40 to 46</li> </ul>	<ul style="list-style-type: none"> <li>• Different parts of my body and how it moves</li> <li>• DBE Workbook Pg. 48 to 53</li> </ul>	<ul style="list-style-type: none"> <li>• The five senses and their uses</li> <li>• Touch, smell, sound, sight and taste</li> <li>• DBE Workbook Pg. 48 to 53</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Unsafe situations &amp; places</li> <li>• Yes, and no feelings</li> <li>• Practicing saying no</li> <li>• DBE Workbook Pg. 54 to 59</li> </ul>	<ul style="list-style-type: none"> <li>• Protecting our bodies from illness</li> <li>- Covering mouth and nose when sneezing or coughing</li> <li>- Never touching another person's blood</li> <li>- Washing fruit and vegetables before eating</li> <li>- Making water safe to drink</li> <li>• DBE Workbook pg. 54 to 59</li> </ul>
	RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM							
	SCHOOL BASED ASSESSMENT:	 <p>REFER TO DBE SBA Guidelines</p>						

	TOPIC:	ORIENTATION MY FAMILY	ORIENTATION MY FAMILY	SAFETY IN THE HOME	MY BODY	MY BODY	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE
	SKILLS:			TECHNOLOGICAL PROCESS SKILLS	SCIENTIFIC PROCESS SKILLS	SCIENTIFIC PROCESS SKILLS		
BEGINNING KNOWLEDGE	KNOWLEDGE:			• Understanding the dangers of being alone and what to do.	LIFE AND LIVING • Understand and explain how the organs works (functions)	LIFE AND LIVING • Understand and explain how the organs works (functions)		
	CAPS CONTENT:  ENSURE OPTIMAL USE OF DBE WORKBOOKS  Reading for meaning (comprehen-sion) of fictional and non-fictional text	No natural link		• Dangers at home • <b>Design and make</b> an Emergency number card • DBE Workbook pg. 40-46	• Parts of my body that I cannot see - include lungs, heart, (inquiry process) • DBE Workbook pg. 48-53	• Parts of my body that I cannot see - stomach, brain, skeleton (inquiry process) • DBE Workbook pg. 48-53	No natural link	
	WEATHER: • Predictions • Minimum and maximum temperature • Symbols (Celsius, weather forecast) • Cloud cover • Complete own weather chart • Precipitation, wind, etc.							
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines						



CREATIVE ARTS	TOPIC:	ORIENTATION MY FAMILY	ORIENTATION MY FAMILY	SAFETY IN THE HOME	MY BODY	MY BODY	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE
	CREATE IN 2D							
	Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.)							
	Finger painting or brush painting: discuss mixing of primary colours to achieve secondary colours			X	X	X		
	Make drawings of self with your family in an activity. Discuss line and shape	X					X	
	Fine motor and sensory coordination: eye hand coordination. Manipulation of tools and equipment		X		X	X		
	Makes drawings of self in action, Encourage awareness of the body Name and discuss active body parts		X					X
	CREATE A 3D (CONSTRUCTION)							
(Learners to have their own dough or clay in container and own materials for personal use)								
	Make models out of clay/ playdough; encourage correct use			X		X		

	of materials and tools							
	Construct houses/imaginary shelters using recyclable boxes and other materials. Encourage the correct use of glue and applicators			X				
PERFORMING ARTS	SKILL IMPROVISE AND INTERPRET							
	Role play (stepping in the shoes of someone else)	X						
	Developing short sentences of dialogue - conversation between the elephant and mouse					X		
	Movements appropriate to a role in different situations						X	
	Sings songs using contrasts such as soft and loud, fast and slow							X
	CREATIVE GAMES AND SKILLS							
	Use own space <b>at their chair or a demarcated area outside with clear markings</b> (lanes can be drawn on tarmac- learners take turns 7 or 8 at a time dependent on the number of lanes- If no space, do not do the locomotor activities)							
	Warming up the body: circling the hands and ankles,	X	X		X	X	X	X


	making shapes with the body such as large and small, wide narrow							
	Freeze games focusing on control, eye focus and use of space		X	X				
	Locomotor movements: hopping, jumping and galloping forwards and sideways (outside)	X						
	Axial movements: twisting, swinging the arms and side bends				X			
	Exploring beginnings, middles and endings of songs, stories & movements					X		
	Vocal exercises - rhymes, tongue twisters, songs with focus & clarity in vocal ex.			X		X	X	
	Cooling down the body and relaxation: games e.g. rocking a baby, swaying, etc.	X			X	X	X	
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines						

PHYSICAL EDUCATION	TOPIC:	ORIENTATION MY FAMILY	ORIENTATION MY FAMILY	SAFETY IN THE HOME	MY BODY	MY BODY	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE
	SKILLS:	<ul style="list-style-type: none"><li>• Maintain social distancing.</li><li>• Activities has been modified to maintain social distancing.</li><li>• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.</li><li>• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.</li><li>• Navigating safely when responding to movement instructions</li><li>• Ensure that the 15-minute lessons have the following activities: warm-up, main and cool down.</li><li>• Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.</li><li>• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik</li></ul>						
	LOCOMOTOR							
	Body parts: singing songs or recite rhymes while touching various parts of the body such as touch the knees, toes, nose, head, ears, etc.	X		X				
	Games - "Simon Says" - moving different parts of the body					X		
	RHYTHM (use chair as marker- mostly on the spot or around their chair)							
	Jumping and hopping		X					
	Jump up and down; jump high and low				X		X	X
	Jump forwards, backwards and sideways	X		X				
	Finger play activities - finger rhymes	X		X		X		

	<b>COORDINATION</b>						
	Activity can be done only if you have enough space- Learners do the activity outside in a demarcated area						
	Eye-hand-foot co-ordination - dribbling balls around skittles and kicking balls between skittles	X				X	X
	<b>BALANCE</b>						
	Walking from line-up to classroom						
	Walking on a rope or line marked on the ground	X		X	X		
	<b>LATERALITY</b>						
	(At chair)						
	Throw and catch a bean bag with non-dominant hand	X					
	Balance on non-dominant leg			X	X		
	<b>Own activity-</b> Develop a 2-minute chair routine		X			X	X
	<b>SPORTS AND GAMES</b>						
	Traditional /indigenous games chose by learners- played seated		X			X	
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines					

# GRADE 1 REVISED TEACHING PLANS: LIFE SKILLS

GRADE 1 REVISED TEACHING PLANS: LIFE SKILLS							
TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
PERSONAL & SOCIAL WELL-BEING	TOPIC:	MY COMMUNITY	MY COMMUNITY	PETS	MANNERS AND RESPONSIBILITY	PLANTS AND SEEDS	FOOD
	SOCIAL DISTANCING AND HYGIENE IMPERATIVE DAILY						
	<b>DAILY COVID-19 MEASURES:</b> <p><b>Daily hygiene routines are to be strictly followed:</b></p> <ul style="list-style-type: none"> <li>Remind learners of the daily routine tests when coming to school.</li> <li>Encourage learners to stay at home when ill.</li> <li>Teach learners how to greet without touching.</li> <li>Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating.</li> <li>Supervise snack and lunchtime.</li> <li>Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing or use a tissue. Dispose of the used tissue immediately.</li> <li>Wash hands with soap and water often or sanitize your hands</li> <li>Sanitize and clean frequently touched surfaces or (5 table spoons of jik to 1 litre of water) toys, stationery, objects, etc. Introduce this practice as routine.</li> <li>Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching</li> <li>Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others</li> <li>Respond to learners' anxieties with love and care</li> <li>Maintain a regular routine to keep the abnormal situation adapted to a "new normal"</li> <li>TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS</li> </ul>						
	SKILLS:			<ul style="list-style-type: none"> <li>Caring</li> <li>Function of Animal Welfare, work and contact details</li> </ul>	<ul style="list-style-type: none"> <li>Sharing</li> <li>Kindness</li> <li>Listening</li> <li>Honesty</li> </ul>		<ul style="list-style-type: none"> <li>Identifying healthy and unhealthy lifestyles</li> <li>Correct choices</li> </ul>
	KNOWLEDGE:			<ul style="list-style-type: none"> <li>Healthy living/ habits/ practices</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal relationships and values</li> </ul>		<ul style="list-style-type: none"> <li>Balanced diet</li> <li>Correct choices</li> </ul>
	<b>CAPS CONTENT:</b>  <b>ENSURE OPTIMAL USE OF DBE WORKBOOKS</b>	No natural link		<ul style="list-style-type: none"> <li>Animals we can keep as pets</li> <li>How to look after pets at home</li> <li>Treating animals appropriately</li> <li>Animal Welfare</li> <li>DBE Workbook pg. 10-13</li> </ul>	<ul style="list-style-type: none"> <li>Greeting people we know and strangers</li> <li>Waiting my turn</li> <li>Listening to others</li> <li>Sharing</li> <li>Showing kindness</li> <li>Being honest</li> <li>Respecting others and belongings</li> <li>DBE Workbook pg. 14-17</li> </ul>	No natural link	<ul style="list-style-type: none"> <li>Foods we eat</li> <li>Healthy and Unhealthy food</li> <li>DBE Workbook pg. 26-32</li> </ul>

	RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM						
	SCHOOL BASED ASSESSMENT:	REFER TO DBE SBA Guidelines					
							

BEGINNING KNOWLEDGE	TOPIC:	MY COMMUNITY	MY COMMUNITY	PETS	MANNERS AND RESPONSIBILITY	PLANTS AND SEEDS	FOOD	FOOD	
	SKILLS:	• INVESTIGATE	• IDENTIFY PROBLEMS • PROBLEM SOLVING			• SCIENTIFIC PROCESS SKILLS	• SCIENTIFIC & TECHNOLOGICAL PROCESS SKILLS	• SCIENTIFIC & TECHNOLOGICAL PROCESS SKILLS	
	KNOWLEDGE:	<b>PLACE</b> • Knowledge of the different places in my community and what they are used for	<b>PLACE</b> • How to respect and use facilities in my community and why we should not litter			<b>LIFE AND LIVING</b> • Know the different parts of a plant • The importance of plants • Understanding how plants grow and what they need to grow	<b>LIFE AND LIVING</b> • Identify food from different food groups • Know where food products come from • Ways to store & preserve food	<b>LIFE AND LIVING</b> • Identify food from different food groups • Know where food products come from • Ways to store & preserve food	
	<b>CAPS CONTENT:</b>  <b>ENSURE OPTIMAL USE OF DBE WORKBOOKS</b>  <b>Reading for meaning (comprehension) of fictional and non-fictional text</b>	• Places in my community • People in my community • DBE Workbook Pg. 2-9	• Looking after facilities in my community • Keeping places clean - littering • DBE Workbook pg. 2-9	No natural link			• Why we need plants • What plants look like - roots, stem, leaves, flowers • What plants need to grow • Growing a plant from a seed • DBE Workbook pg. 18-25	• Where different foods come from: fruit; vegetables; dairy; meat • DBE Workbook pg. 26 -32	• Storing food - fresh, tinned, dried, frozen • DBE Workbook pg. 26 -32
	<b>WEATHER:</b> <ul style="list-style-type: none"><li>• Predictions</li><li>• Minimum and maximum temperature</li><li>• Symbols (Celsius, weather forecast)</li><li>• Cloud cover</li><li>• Complete own weather chart</li><li>• Precipitation, wind, etc.</li></ul>								
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines							



CREATIVE ARTS	TOPIC:	MY COMMUNITY	MY COMMUNITY	PETS	MANNERS AND RESPONSIBILITY	PLANTS AND SEEDS	FOOD	FOOD
	<b>CREATE IN 2D</b>							
	Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.)							
	Make paintings and drawings of real or imaginary creatures; encourage awareness of line and shape, and added detail; describe own pictures (oral)	X					X	
	Make paintings and drawings of self-using various modes of transport; encourage awareness of line and shape, colour, and contrast (e.g. big/small, long/short)		X					
	<b>CREATE IN 3D (CONSTRUCTING)</b>							
	Learners to have their own dough in a container							
	Make models of imaginative creatures using clay, playdough or recyclable materials; emphasize appropriate use of materials and spatial awareness			X		X		
	Emphasize appropriate use of materials and			X	X			


	spatial awareness							
PERFORMING ARTS	IMPROVISE AND INTERPRET							
	Choosing and making own movement sentences to interpret a theme with a beginning and an end	X			X			X
	Clapping rhythms in three or four time. Moving to the music in three or 4 time (on the spot or around the chair)		X			X		
	Dramatizing a make-believe situation based on South African poem, song or story guided by teacher (seated)			X			X	
	GAMES AND SKILLS							
	Warming up the body: e.g., leading with the nose, elbow, knee	X						
	Combining locomotor (on the spot or around the chair) and non-locomotor movements such		X					X

	as run, run-forward-shrink-stretch-up							
	Mime actions showing emotion using visualization such as eating my favourite food, opening a book			X				
	Games focusing on numeracy and literacy such as number songs and rhymes, making shapes through movement	X			X			X
	Listening skills through music games using different tempo, pitch, dynamics, duration		X			X		
	Cooling down the body and relaxation: using imagery or words such as shrink slowly and grow slowly	X		X	X		X	
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines						

PHYSICAL EDUCATION	TOPIC:	MY COMMUNITY	MY COMMUNITY	PETS	MANNERS AND RESPONSIBILITY	PLANTS AND SEEDS	FOOD	FOOD
	SKILLS:	<ul style="list-style-type: none"><li>• Maintain social distancing.</li><li>• Activities has been modified to maintain social distancing.</li><li>• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.</li><li>• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.</li><li>• Navigating safely when responding to movement instructions</li><li>• Ensure that the 15-minute lessons have the following activities: warm-up, main and cool down.</li><li>• Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.</li><li>• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik</li></ul>						
	LOCOMOTOR							
	Use the space around the chair or an area demarcated (marked) for movement							
	Move – jump, run, and crawl.				X	X		
	Walk backwards on heels and toes	X	X					
	Walk forward crossing dominant leg over			X			X	
	Follow instructions to move fast and slow- on the spot	X	X		X	X		
	RHTHYM							
	Rope skipping: alone, Using no apparatus- Continue to move the arms for a full swing		X	X			X	

	<b>LATERALITY</b> Only if you have space in a demarcated area and learners are schooled and adhere to social distancing Learners wait their turn and sit in demarcated spaces						
	Hop-scotch with non-dominant leg		X				
	Walking and swinging a rope sash/ribbon using non-dominant leg ( Walk around the perimeter of the netball court – observing social distancing					X	
	<b>SCHOOL BASED ASSESSMENT:</b>	REFER TO DBE SBA Guidelines					

# GRADE 1 REVISED TEACHING PLANS: LIFE SKILLS

TERM 4		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
PERSONAL & SOCIAL WELL-BEING	TOPIC:	HOMES	HOMES	PICTURE MAPS	WATER	WATER	THE SKY AT NIGHT	THE SKY AT NIGHT
	SOCIAL DISTANCING AND HYGIENE IMPERATIVE DAILY							
	DAILY COVID-19 MEASURES:							
	Daily hygiene routines are to be strictly followed: <ul style="list-style-type: none"><li>Remind learners of the daily routine tests when coming to school.</li><li>Encourage learners to stay at home when ill.</li><li>Teach learners how to greet without touching.</li><li>Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating.</li><li>Supervise snack and lunchtime.</li><li>Teach them to cover their mouth and nose with flexed elbow or tissue when coughing or sneezing or use a tissue. Dispose of the used tissue immediately.</li><li>Wash hands with soap and water often or sanitize your hands</li><li>Sanitize and clean frequently touched surfaces or (5 table spoons of jik to 1 litre of water) toys, stationery, objects, etc. Introduce this practice as routine.</li><li>Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching</li><li>Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others</li><li>Respond to learners' anxieties with love and care</li><li>Maintain a regular routine to keep the abnormal situation adapted to a "new normal"</li><li>TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS</li></ul>							
	SKILLS:				• Identify safe and unsafe water	• To know that we do not waste water		
	KNOWLEDGE:				• Healthy lifestyle	• Healthy Lifestyle		
	CAPS CONTENT:	No natural link			• Ways water is wasted • Ways of saving water • DBE Workbook pg. 50-57	• Safe and unsafe drinking water • DBE Workbook pg. 50-57	No natural link	
	ENSURE OPTIMAL USE OF DBE WORKBOOKS							
RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM								
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<b>BEGINNING KNOWLEDGE:</b>	<b>TOPIC:</b>	<b>HOMES</b>	<b>HOMES</b>	<b>PICTURE MAPS</b>	<b>WATER</b>	<b>WATER</b>	<b>THE SKY AT NIGHT</b>	<b>THE SKY AT NIGHT</b>
	<b>SKILLS:</b>	<ul style="list-style-type: none"> <li>Investigate</li> <li>Question</li> <li>Analyze</li> <li>Organize</li> </ul>	<ul style="list-style-type: none"> <li>TECHNOLOGICAL PROCESS SKILLS</li> <li>Design and make</li> </ul>	<ul style="list-style-type: none"> <li>GEOGRAPHICAL SKILLS ( Simple Map reading)</li> </ul>	<ul style="list-style-type: none"> <li>SCIENTIFIC PROCESS SKILLS</li> </ul>	<ul style="list-style-type: none"> <li>TECHNOLOGICAL PROCESS SKILLS &amp; SCIENTIFIC PROCESS SKILLS</li> </ul>	<ul style="list-style-type: none"> <li>SCIENTIFIC PROCESS SKILLS</li> <li>Observation</li> <li>Comparing</li> <li>Recording</li> </ul>	<ul style="list-style-type: none"> <li>SCIENTIFIC PROCESS SKILLS</li> <li>Observation</li> <li>Comparing</li> <li>Recording</li> </ul>
	<b>KNOWLEDGE:</b>	<b>MATTER AND MATERIALS</b> <ul style="list-style-type: none"> <li>Different types of homes</li> <li>Material and suitability for weather conditions</li> </ul>	<b>MATTER AND MATERIALS</b> <ul style="list-style-type: none"> <li>Different types of homes</li> <li>Material and suitability for weather conditions</li> </ul>	<b>PLACE</b> <ul style="list-style-type: none"> <li>Be able to use directions to find a place (navigate) on a picture map</li> <li>Problem solve</li> </ul>	<b>CONSERVATION</b> <ul style="list-style-type: none"> <li>Different uses of water</li> </ul>	<b>CONSERVATION</b> <ul style="list-style-type: none"> <li>Different ways of storing clean water (Water conservation)</li> <li>Prevent wastage of water</li> </ul>	<b>PLANET EARTH AND BEYOND</b> <ul style="list-style-type: none"> <li>Understand how day changes to night</li> <li>The moon and stars and their functions</li> </ul>	<b>PLANET EARTH AND BEYOND</b> <ul style="list-style-type: none"> <li>Understand how day changes to night</li> <li>The moon and stars and their functions</li> </ul>
	<b>CAPS CONTENT:</b>  <b>ENSURE OPTIMAL USE OF DBE WORKBOOKS</b>	<ul style="list-style-type: none"> <li>Types of homes - include flats, houses, shacks, traditional homes</li> <li>Homes to suit different weather conditions</li> <li>DBE Workbook pg. 34-41</li> </ul>	<ul style="list-style-type: none"> <li>What different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic</li> <li>DBE Workbook pg.34-41</li> </ul>	<ul style="list-style-type: none"> <li>Finding places and things on a picture map (identify)</li> <li>Finding the way from one place to another</li> <li>DBE Workbook pg. 42-49</li> </ul>	<ul style="list-style-type: none"> <li>Uses of water at home and school</li> <li>Ways water is wasted</li> <li>Safe and unsafe drinking water</li> <li>DBE Workbook pg. 50 -57</li> </ul>	<ul style="list-style-type: none"> <li>Ways of saving water</li> <li>Storing clean water</li> <li>"Harvesting rain water"</li> <li>DBE Workbook pg. 50-57</li> </ul>	<ul style="list-style-type: none"> <li>Changing from day to night</li> <li>The moon</li> <li>What the moon looks like</li> <li>DBE Workbook pg. 58 -61</li> </ul>	<ul style="list-style-type: none"> <li>When we can see the moon</li> <li>Stars</li> <li>A star burns like the sun</li> <li>DBE Workbook pg. 58-61</li> </ul>
	<b>WEATHER:</b> <ul style="list-style-type: none"> <li>Predictions</li> <li>Minimum and maximum temperature</li> <li>Symbols (Celsius, weather forecast)</li> <li>Complete own weather chart</li> <li>Precipitation, wind, etc.</li> </ul>							
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CREATIVE ARTS	TOPIC:	HOMES	HOMES	PICTURE MAPS	WATER	WATER	THE SKY AT NIGHT	THE SKY AT NIGHT
	<b>CREATE IN 2D</b> Learners to have own stationery, food colouring, paint etc.							
	Make a drawing or painting relevant to the terms topics. Focus on body in action line, shape and colour	X		X	X		X	
	<b>CREATE IN 3D (MODELLING)</b> Learners to have clay for their own use in a sealed container							
	Make models of self in action in own environment clay/ playdough; encourage personal expression, appropriate use of materials and spatial awareness		X				X	
PERFORMING ARTS	<b>IMPROVISE AND INTERPRET</b>							
	Representing objects, ideas in movement and sound such as: making a machine, a magic forest, ambulance individually or in groups			X				
	Classroom performance incorporating a South African song/poem/ story with movement and dramatization- Well spaced	X			X		X	



GAMES AND SKILLS							
Warming up the body: different levels such as high: picking an apple, low: crawling and medium, crouching	X		X		X		
Locomotor movements: hopping, galloping, running, and skipping around the chair and changing directions		X		X			
Non-locomotor movements: combining twisting, swinging the arms, side bends and jumps				X			
Clapping games on desk developing focus and co-ordination	X				X		
Listening to music and describing how it makes you feel using words such as happy, sad, etc.		X				X	
Cooling down the body and relaxation –feel like a feather and float through the sky			X		X		
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PHYSICAL EDUCATION	TOPIC:	HOMES	HOMES	PICTURE MAPS	WATER	WATER	THE SKY AT NIGHT	
	SKILLS:	<ul style="list-style-type: none"><li>• Maintain social distancing.</li><li>• Activities has been modified to maintain social distancing.</li><li>• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.</li><li>• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.</li><li>• Navigating safely when responding to movement instructions</li><li>• Ensure that the 15-minute lessons have the following activities: warm-up, main and cool down.</li><li>• Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.</li><li>• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik</li></ul>						
	LOCOMOTOR Demarcated area- working with small groups- social distancing							
	Walk, run and skip using signal to change from walking to running; etc. <b>Adapt for classroom</b>				X	X		
	Non-locomotor: spin alone,		X					
	RHYTHM							
	Follow instruction using a musical instrument to signal change On the spot: Marching, running, skipping, walk bend	X		X			X	
	COORDINATION							
	Foot-eye co-ordination, greeting each other by touching the feet	X						
	BALANCE							
	Walk on ropes-backward,	X	X	X		X		X

	forward and sideways with or without crossing feet – on the way to the bathroom and return							
	Walk on ropes with hands on head, hands behind backs hands on hips. on the way to the bathroom and return		X		X			
	Stand on tip toes, crouch on haunches, walk on the balls of the feet, walk on the heels slowly Around the chair	X		X			X	
	<b>SPATIAL ORIENTATION</b>							
	Human shapes-form numbers 1,2,3, or letters A, B, C in a human chain.	X						X
	<b>LATERALITY</b>							
	Turn on the spot to the left and to the right		X				X	
	Throw a BEAN BAG through a hoop with L/R hand							
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